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ABSTRACT

The development of a Planning, Management, and Evaluation (PME) system at Voorhees College, is described. The project at the small, liberal arts college was supported by an Advanced Institutional Development Program (AIDP) grant. Primary objectives were to decrease the responsibility of the college's chief officer and to upgrade the academic participatory PME system, which includes a program budgeting system. Improvements associated with the PME system include: establishing an institutional research office; improving communications at all management levels, including the president's delegation of decision-making responsibility; developing a management information system (MIS); and clarifying institutional goals and objectives. After the development of a comprehensive MIS, a planning system was established which included developing systems for a new administrative structure, and developing a goal-setting and evaluation model. New institutional research initiatives included information needed by line offices and for internal and external reporting. Additionally, institutional evaluation provided for the comprehensive assessment of mission, goals, objective attainment; program objective attainment; and program personnel performance. (SW)

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AIDP AND PME:

THE MAGNITUDE OF THEIR IMPACT ON A SMALL PRIVATE LIBERAL ARTS COLLEGE

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Presented at
Southern Association for
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Birmingham, Alabama
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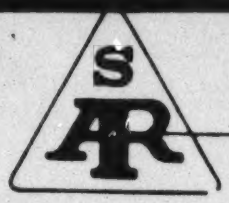

SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the 1982 Annual Conference of the Southern Association for Institutional Research held in Birmingham, Alabama, October 1982. It was reviewed by the SAIR Publications Committee and was judged to be of high quality and of interest to others concerned with the research in higher education. This paper has therefore been selected to be included in the ERIC collection of Conference Papers.

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AIDP AND PME:

THE MAGNITUDE OF THEIR IMPACT ON A SMALL PRIVATE LIBERAL ARTS COLLEGE

(ABSTRACT)

This paper attempts to cover the process of Planning, Management and Evaluation developed through the use of federal funds for implementation in a small private institution. In recent years some small private institutions have experienced extreme financial difficulty, which has in part been attributable to poor planning and poor institutional management. Much of this difficulty has been caused by a much too centralized decision making structure.

The process described herein moved this institution from its very centralized decision making structure to a more participatory system of organizational planning and decision making. One of the initial steps was the development of a comprehensive Management Information System, which for a college of this type was an exceedingly onerous tas , because most managers treat data as personal possessions.

The second steps involved the development of an acceptable planning system which included:

1. developing systems for a new administrative structure
2. developing a model for the setting of goals and objectives and a new model for evaluation

The third and fourth steps are tied specifically to program implementation and those actions necessary to maximize the cooperative nature of all persons affiliated with the organization.

The paper identifies several salient factors that were specifically related to the aforementioned type of institution. Because of its unique nature and the tremendous need to survive, some basic moves were made to insure that PME became an integral part of this very resiliant system. The results of this effort were a much more informed faculty and staff with significantly higher morale.

PROGRESS REPORT FOR PME

Introduction

Voorhees College like most predominately black private institutions has had its difficulties, some of which were attributable to the highly centralized decision making structure. In recent years, Voorhees has also experienced some financial difficulty, some of which may be attributed to poor planning and poor institutional management. Under the leadership of a new President, the college has engaged in a two-year long range planning process in an effort to reassess its direction and establish new directions for the institution. The acquisition of AIDP monies has enabled the institution to further develop its planning operations and its management functions which has significantly enhanced the effectiveness and efficiency of the institution.

Because questions have in recent years been raised regarding the efficiency and the effectiveness of management in most predominately black institutions and because the ability of these institutions to survive the impending dangers of inflation and decreasing enrollments was and still is contingent to some degree upon the development of better management systems, the implementation of a new program was imperative. This program was developed for the purpose of enhancing the ability or the abilities of most predominately black institutions, but can be extended to all small institutions in their efforts to implement more effective and efficient management procedures. The thrust was to develop the planning function to give everyone an opportunity to provide input into the final direction of the institution.

One paramount concern seemed to be the inability of most persons in authority to delegate some of that responsibility and authority, and if this problem could be corrected, many of the difficulties which were symptomatic of this problem such as decision bottle necks, over burdened presidents, and non-functioning academic managers could be eliminated. Subsequently, to this evaluation the college became one of a number of institutions to receive an AIDP Grant from the federal government, which brought with it a program entitled Planning, Management and Evaluation. One of the primary objectives of this project was to decrease the responsibility of the institution's chief officer, and it sought somehow to change his method of directing the institution while simultaneously upgrading the academic participatory Planning, Management and Evaluation system which also includes a system of program budgeting.

Goal Setting

In speaking with consultants relative to the new system, it was deemed essential that Voorhees begin early in the year, preferably before the school year, assessing goals and objectives and establishing priorities. It has always been a policy of the institution to have a two day workshop prior to the beginning of classes which in this instance was an ideal time to begin the process. During this effort, the planning document, (i.e., the Long Range Plan), which included the mission statement, the statement of long and short range goals, and all institution-wide objectives for the upcoming year were reviewed and revised when necessary, while implementation strategies were planned and responsibilities assigned. If new institution-wide objectives were necessary, they were proposed for the following year. One of the factors found most difficult in the planning process was the prioritization of all goals and objectives; therefore, one of the initial efforts in this particular under-

taking was to prioritize goals for the upcoming year. Next, each division head determined how his priorities related to the priorities or general goals of the institution. One of the concerns here was to keep all goals compatible with the institutional purpose and mission without sacrificing continuity between divisions.

Faculty Feelings Relative to Institutional Management

The institutional functioning inventory revealed that the majority of the faculty members responding to the survey felt all decisions were being made at the top, faculty members were not allowed input into the decision making process, the entire process was governed by one single individual, and most administrative decisions and academic decisions were made by persons who were more concerned with the financial well-being of the institution than they were about academic or human resources.

Budgets had historically been developed by the Business Officer of the institution with input from the President which created some immense problems as it related to faculty and other staff members, consequently, raising questions about its fairness. There were no budget categories, no budget printouts disseminated to various department heads and division heads. There was no information given to persons responsible for certain areas of the institution with exception of an aggregate budget at the beginning of the school term. Monies were arbitrarily transferred to other areas without notifying those personsthat were involved in the areas directly affected.

New Planning and Budgeting Procedures

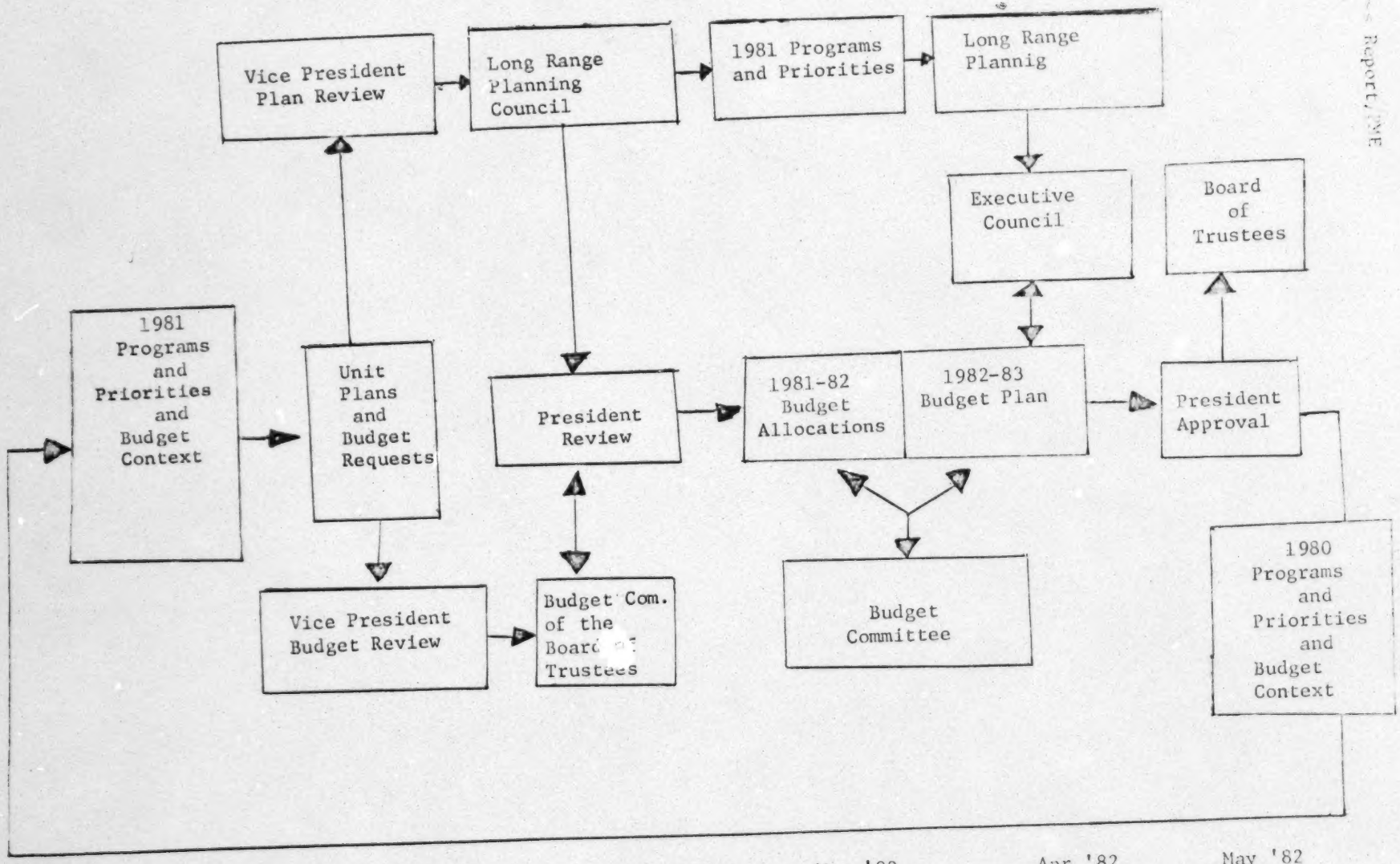
Prior to Planning, Management and Evaluation (PME) and AIDP, Voorhees College never experienced program budgeting or any type of budgeting effort

that included all members of the organization, and extended to them the opportunity to become involved in this process. With the advent of PME and the new budgeting process, which began October of each year, a budget matrix was distributed to every division head and every executive director in an effort to secure budget projections for the upcoming year. In the interim, everyone was required to submit operational plans and objectives for the upcoming year for review. The next step involved the attaching of cost estimates to a program objective that had been agreed upon, afterwhich a budget committee that consisted of all executive staff members including the Director of Admissions and Records and the Director of Financial Aid, attempted to bring planned expenditures in line with anticipated revenues. The budget committee attempted to make collective judgements about the relative effectiveness of the various programs in so far as their proven success or potential in fulfilling their goals, about the amount to dedicate to so called fixed costs and personnel cost, and about the ways in which the greatest results could be achieved with the funds available. The next step involved the synthesizing of all budgets into one institutional budget which was forwarded to the president for his final revisions or modifications.

Institutional Management

During the period when the Planning, Management and Evaluation proposal was being developed, the developer saw a need for various types of management techniques and processes. A perception of the situation was that of an institution or organization that was in desperate need of some definite management systems and procedures that far exceeded the systems and procedures that were being developed. It was quite obvious that in past administrations at the College, the authority or the bulk of authority in the institution was con-

Planning and Budgeting Cycle
Voorhees College
1981-82



centrated in the Office of the President. This was attributable in part to the unwillingness of the President to delegate authority and responsibility. The President was also overburdened and unsure of the competence of his second line managers.

Since PME is a process of planning, management, and evaluation most employees were concerned with the objectives involved in the original plan. They were concerned with management of a system that would implement those plans and a process of evaluation which would assess the extent to which goals and objectives had been achieved. The original problem of delegation of authority related specifically to the unwillingness to disperse the decision making power. This system was premised on the willingness of the college president to push authority and accountability into the hands of the institutions academic managers while retaining leadership tools of evaluation, incentive distribution and goal setting. Academic managers were viewed as resource persons whose management skills needed sharpening, permitting them to make maximum use of their specialized knowledge of the institution. The original proposal required attendance at three workshops per year by all institution managers in all areas of the institution: Academic, and Central Administration. Those workshops were conducted by Educational Management Services, Inc., of Minneapolis, Minnesota. The consultants felt the first step necessary was to interview all employees involved in any type of administration in the institution in an effort to ascertain the basic responsibilities of those persons; it was the initial step in a systems analysis of the institution. They clearly understood the college's need at that stage of institutional development for more sophisticated management procedures. They were concerned that morale had been perniciously affected by the concentration of too much authority in the President's Office.

After the assessment, workshops were then staged. As could have been predicted, some academic managers had no desire to become involved in any training sessions or workshops. In reality some of them felt these workshops would be a waste of time or just plain not beneficial. However, after the first session most felt this to be quite a beneficial activity. It is important to understand at this point that in any planning, management, and evaluation system, that one of the most salient components was the Management Information System.

Management Information System

Developing the Management Information System has been a relatively difficult task because most managers tended to treat data as personal possessions. A management information systems advisory council, comprised of all users, was formed to establish data priorities, procedures for input and retrieval, and long range data processing needs and plans. The Financial System, which was top priority, embraced encumbrances, accounts payable, receivables, and various and sundry other items. Also at this point the system has generated some student reports, grades for students, student teacher ratios, number of courses taught by each instructor, and number of credit hours generated by each instructor. The Management Information System has been involved in a process of continuous development. The consesus has been that if the office could possibly institute the Financial Aid System, the institution could begin and interface all of these systems and generate some additional reports that would be very beneficial to the making of certain types of decisions by management. Obviously, this would have a significant impact on the next component, the planning component of the Planning, Management and Evaluation System.

Planning System

Planning systems are very complex animals as has been pointed out by various authors in the Literature. In attempting to develop a planning model, the following items have been delineated:

1. developing systems for a new administrative structure;
2. developing a model for the setting of goals and objectives and a model for evaluation; and
3. the documentation of all management skills for all academic offices in the institution, therefore, giving them the benefit of some newly developed techniques.
4. developing a new decision making matrix.

This new system has served to minimize the number of persons reporting directly to the President. In the new administrative structure, the only people that reported directly to the President were the Vice President for Academic Affairs, the Dean of Students, the Director of PME, the AIDP Coordinator, the Director of Development, and the Director of Business Affairs. The systems of management were markedly improved because of the documentation of various steps and procedures to be followed and the achievement or accomplishment of various other tasks.

Institutional Research

One subsystem that must support the planning system is the OIR. This office was responsible for generating empirical studies such as: Alumni Follow-Up, Long Range Goals and Objectives, Student Profile, Faculty Attitude Studies, Administrative Attitude Studies, Board Attitude Studies, and other very important studies to the institution and to the Long Range Plan. The Office of Institutional Research has also been involved in the activity of gathering all institutional data each year and housing it in one specific location, which had never taken place before

at this institution. However, at some point, getting information from people who were supposed to make certain that information was forwarded was somewhat like pulling hens teeth because everyone seemed to be trying to protect his own little domain. Obviously, it was felt that his information would be used for a budget cut or other decisions that would do deleterious harm to his/her little castle. Needless to say this was an exceedingly frustrating circumstance which could only be rectified by the support of the top level official in the institution. Therefore, it was necessary for a memo from the President to be circulated to all offices having access to information needed in the Office of Institutional Research. This was a tremendous help in the aquisition of data, however it was not a panacea. There was still that hard core group of recalcitrants that just refused to part with information they felt was theirs by right. It always seemed as though information was not necessarily institutional information. All information even though it related to the institution was personal information and everybody treated it as just that.

In addition to completing Enrollment Projections and also Institutional Cost Analysis, the Office of Institutional Research has also maintained responsibility for the execution of all questionnaires that come into the institution. Before AIDP and PME, the institution was not involved in the undertaking of very many studies related to institutional functioning, which in essence meant that most decisions were made by vest pocket, and not many decisions were based on empirical information or any type of empirical studies. Consequently, the top administrator of the institution had to resort to and depend upon his basic intuition for the making of certain decisions, which resulted in some very serious efficiency problems. One of the other responsibilities of the consultant firm was to establish milestones for each component of AIDP. Some

of the milestones for Institutional Research were as follows: Initiate assessment of line office data needs; Needs assesment of Institutional Research made in conjunction with MIS Director; Data needs for internal and external reporting identified and categorized; Coding and logging systems devised for all external reports, etc. Most of these milestones have been achieved. It must be said that the Office of Institutional Research has been a vital part of the PME component, and it could not have functioned effectively without this major contribution.

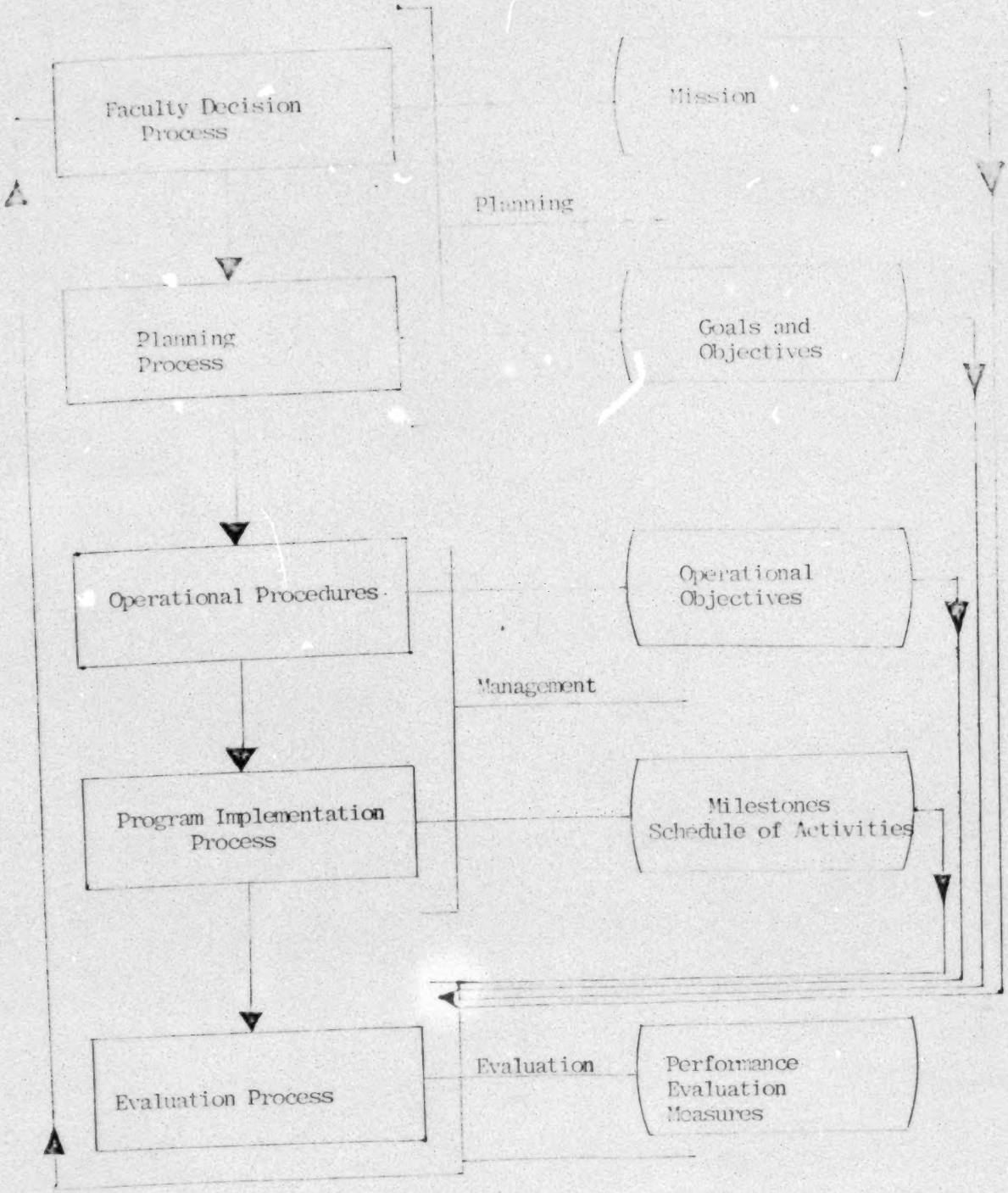
Institutional Evaluation

This component, Institutional Evaluation, provided for the comprehensive assessment of mission, goals, objective attainment; program objective attainment; and program personnel performances.

Institutional mission, goals, and objective attainment was assessed by the President, the Vice President for Academic Affairs, the Director of PME or Administrative Affairs and other key personnel. Another major input in the institutional evaluation process was provided by the alumni/career tracking function. Institutional program evaluations were conducted periodically and reflected goal, objective-based program achievement.

Goal, objective attainment was assessed by upper, middle and lower management personnel through a systematic evaluation based on preplanned evaluative criteria, instruments, and measures of performance. This assessment provided both program control and program plan revision data/information.

Personnel performance was assessed annually, based upon preestablished job descriptions for all institutional personnel. Faculty instruction was evaluated by academic administrators (observations and written evaluations) and students (student evaluation). Staff and other personnel performance were assessed, based on established tasks for their position.



Closed Loop PME System

Problems in Developing This System

One of our most critical problems was the high turnover of employees. Because of the exceedingly high turnover of employees in the institution, persons were not in place long enough to at least monitor the progress of projects undertaken by certain consultants; consequently, various consultants in the area of management information, and planning, management and evaluation took full advantage of the situation.

In the area of Management Information Systems, the consultants stayed with the institution for approximately one year and did not complete the development of any conceptual designs. Their basic responsibility was to develop a model for the Student Information System, and Financial Aid Information System. At the time of their leaving, none of these sytems were in place. The problem with the consultant in PME was not so much related to his contribution, but to the fact that he was making himself indispensible by very slowly documenting systems or by not devloping or passing along the kinds of operations materials necessary for various administrative areas. Another problem was that the original planning person was compelled to wear too many hats in the institution. He was responsible for certain systems in management, and the development of the planning systems, therefore, rendering him somewhat inefffective because of the large number of basic responsibilities. However, the President and the Vice President showed a real commitment to the area of PME by hiring an individual whose skills were developed in that area. Here, another circumstance occured that in the changing of the guard there was also some loss of continuity, especially in this case.

Systems Development

One of the purposes of the Office of PME was to coordinate the development of systems, document those systems so that in the changing of personnel for any type of position there would be no loss of continuity. In an institution such as Voorhees this was essential. Voorhees had portions of operating procedures for various areas such as personnel operations and the Business Office that would assist in eliminating or alleviating the problem of lack of or loss of continuity with the changing of personnel. This had been an existing problem in the institution for such a long period of time, that one of the major responsibilities of PME was to develop these operations manuals. The rate of attrition in the administration has been exceptionally high or had been exceptionally high in the institution mitigating against there being any real continuity from year to year. These operational procedures for various offices had been devloped; therefore, at least documenting ways of specifically accomplishing certain task, and eliminating the problem of having to reinvent the wheel for each employee that took a particular position in the institution.

Voorhees has learned some very serious lessons in the last three years, some of which were the result of trial and error, some of which were a result of expending large sums of money, some of whith were a result of lack of planning. The institution can now make certain observations that should be of some assistance to institutions of our size and type that will help in the avoidance of such mistakes.

1. Any institution which do not already have operations manuals in place, should develop operations manuals for the most important offices, i.e., the Business Office, Personnel Office, Vice President's Office, Mangement Information Systems, and Institutional Research. Without these, if you have an exceptionally high

turnover, the probability of implementing a system as complex as PME would be very low, primarily because of this turnover rate and because of the lack of continuity that is involved when the guard is changed very often.

2. Outside consultants must be selected with great scrutiny to ensure the institution that they have the best interest of the institution at heart and they also understand the intricacies of the institution. The background of consultants must be researched to determine the kinds of institutions with which they have worked in the past, and also to determine how other people felt about their performance. It is imperative that someone with knowledge of the area monitor the progress of the consultant over a period of time to determine the extent to which the goals and objectives set forth in his/her proposal are on target and if not, why not?

3. Make certain that PME is a participatory process and that all persons that would like be involved in some aspects are included; it makes for better implementation when the process begins. Most people like to be involved in the development of a process if they are going to be affected by that process and if they are going to be responsible for or in charge of the implementation of a procedure or system. This change requires the commitment of the top level institutional official, who has to be committed to the participation of all persons on staff, and to the dispersing of some decision making authority. If the commitment to a participatory governing situation is not a strong and sincere commitment by the top level official, the entire PME process or the entire PME system will experience marginal success.

4. Time is always a factor in such systems as PME, and one of the things that should not be of concern is the amount of time that is required to effectively integrate a system such as PME into an institution. The experience at Voorhees has indicated that most people in the institution have a particular mind set, especially those persons who have been a part of the institution for an extended period of time. These persons seem always to be skeptical of anything "new" that comes into the instituion. Therefore, full cooperation or participation may be lacking in the first days or first few months; so one of the major responsibilities is to convince colleagues that they will also be an integral part of the working of this system. They should be brought in on all meetings; they should be included in all decision making processes; they should be required to provide input that relates to their discipline or department, and they should be included in the budgetary development so that they can project the budgets for the next year; and if those recommendations are not feasible, they should also have the opportunity or option to give alternatives to their budgets. However, that process takes quite some time and any process involving this kind of organizational change will take at least two to three years to become effective. The magnitude of the change is much too great for people to be receptive to it in a very short period of time.

5. In a small institution with limited computer capabilities and capacity it is exceptionally difficult to secure canned packages for various types of management systems. Therefore, it is essential to employ someone with the necessary skills to develop programs that will be applicable to a system with limited space. There were no existing statistical packages compatible with the System 34 which meant that unless Program design capabilities were present manual data manipulation would have of necessity been continued. The basic systems were developed with the assistance of NCHEMS information. These were tailored to the institution because of the non-existence of packages designed specifically for small private institutions. However, it has been found that one alternative was a communications network with various user groups that also have the same type of hardware and who also have already developed software that you might be able to utilize or at least if required, purchase.

Does It Actually Work?

When people read or hear about systems such as PME, obviously they become immediate skeptics and cynics and question whether or not it actually functions effectively or whether or not it actually works. The working of this system has been evidenced by its continuation over a period of time. Voorhees is now in its fifth year and the participation and cooperation from those persons involved has increased significantly with each passing year.

One of the most revealing indicators of the working of this program is the change in the response of people to the Institutional Functioning Inventory. Initially, there were those persons who felt the institution was run by one top level official or by two officials at the top, and all of the decisions that were made in the instituion were made by one or two individuals. The perceptions of this situation have obviously changed, and people feel they are involved in the decision making process and that thier input is considered before any decision is finalized. However, it is felt that the most important factor is that the institution has been evaluated each year by outside evaluators from the Moton Foundation. These evaluators check all program objectives and all milestones for each AIDP component in an effort to

ascertain the extent to which they have been achieved. It is very difficult if not virtually impossible to have all quantifiable objectives in a program such as this. But some however, quantifiable objectives that relate to the development of operations manuals, the development of certain types of studies in the institution (i.e., Cost Analysis, Student Attitude, Student Profile, etc.), and the development of the Long Range Plan which were specific objectives in the original proposal for the PME system have been accomplished.

Another indication of the effectiveness of the program is the coming together of institutional officers to determine institutional priorities for the upcoming year. In the last meeting in attempting to determine institutional priorities, the topic discussion was the Southern Association of Colleges and Schools (SACS) recommendations when considering institutional priorities. The general concensus of the group, and it was an unselfish concensus, was that the library should be the number one priority in terms of funding and in terms of trying to secure or acquire the necessary holdings to assure that Voorhees would be reaffirmed. Persons felt it necessary to sacrifice some of the things they felt were needed in their shops to make certain that the library facility was accommodated. In addition to that, the persons involved were also able to come to the agreement that the academic program is always the number one priority in the institution, and in this instance should receive all of the necessary funds to produce the quality required. This was a major step for persons in this institution that have always been very "Selfish" in nature and always felt very concerned about their own programs without consideration for the institution as a whole.

The essence of the entire circumstance is that when people come together in this kind of setting and have certain types of presentations and get an overall feel for the development of the institution and an overall feel for

for those things that are required in the institution, they are better able to make decisions and better able to support decisions made in the institution. Unfortunately, efforts to keep some information confidential have worked to the detriment of the institution and have been very counter productive over the years.

Summary and Conclusion

It must be said that PME has been an enormous success on this campus, and things of greater magnitude are expected. The institution has made considerable strides since the original AIDP grant, and we are greatful for the opportunity to exhibit the ability to manage this institution as efficiently and effectively as possible. The basic system of planning which is something that was not available on campus before AIDP required that goals for each year be set at the beginning of the year and that basic objectives for achieving those goals also be established at this time. This has enabled management to develop a participatory management system that has worked exceptionally effectively. Because of the difference in administrative structure, the top level official is now able to delegate more responsibility, therefore not being overburdened as he was initially. This has made it possible for him to get more involved in the acquisition of funds for the institution. He has not as yet shown the type of confidence in his top level administrators in the institution acquire more knowledge and experience in their areas and in this institution that this process will be a lot easier for the President and also a lot more beneficial for the institution. However, as mentioned earlier the high rate of turnover has mitigated against full import of this phenomenon.

The second item is fully functioning Offices of MIS and Institutional

Research that can undertake any type of institutional study necessary. The Office of Institutional Research has secured all institutional data and this institutional data is now housed in one location and is retrievable upon request for the benefit of any office or individual in the institution. This data includes such things as: Enrollment Statistics, Space utilization information, Cost analysis information, etc. Some of the information secured by the Office of Institutional Research has been transferred to the Office of Management Information Systems for storing. The MIS Office has been of significant benefit to the institution and has made all persons on campus cognizant of the importance of the submission of institutional data on time. The Management Information System is now beginning to make an immense contribution to the decision making process on campus as previously mentioned, has functioning systems such as Student Information System, Faculty Information System and the Financial Information System. There are also programs written for System 34 that will enable one to statistically analyze some of these data. There is a very small statistical program not a statistical package that enables some instructors to do their data analysis for research reports. The statistical program will also enable the office to generate reports germane to the making of key decisions concerning faculty student ratios, space utilization and etc. Needless to say this will have a tremendous impact on management decisions within the institution.

A program budgeting procedure or system has also been a significant asset to the functioning of the institution. Before PME the entire budgeting system or process was the responsibility of the Business Manager and the President of the institution. This new process relieves both individuals of some responsibility for developing the budget. Budget development is

is now a process by which individuals in the institution that have responsibility for certain programs submit to the Business Office and to the budgeting committee their budget projections for the next year, the budget committee acts on that and sends back to them what they feel the budget can accommodate and allows them to make certain alterations in their budget and resubmit that budget for action. This process has proven both successful in the areas of allowing participation, increasing and enhancing morale, and alleviating or eliminating some of the responsibility for development of the budget by the Business Manager.

The assumption is that there are incentives or rewards other than monetary remuneration. With rising inflation, fixed costs, and slowing in enrollment growth there have not been dollars available to provide adequate monetary incentives and rewards for outstanding performance. When the budget projects average increases for salaries below the rise in the cost of living index, it is difficult to carry out a system in an institution where awarded salary increases may not be the very highest. Consequently, the morale seems to decrease somewhat. Obviously, with this being the case, there needs to be a situation where faculty at least get the opportunity to participate in the decision making process especially participation in those decisions that will significantly affect or directly affect them.

It is obvious that a system such as this could be beneficial to any institution but especially any like Voorhees. There are various improvements that can be made by such a system of which the following list is not exhaustive:

1. Establishment of an Office of Institutional Research for purposes of generating such institutional studies as Faculty Morale studies and Institutional Functioning Inventory studies;

2. Improvement of communications in all management levels, improve the ability of the President to delegate certain types of decision making responsibilities and authority;

3. Design its budget process and increase management understanding and participation at all levels;

4. Improvement of faculty and staff evaluation systems enabling the institution to identify those persons that are not making the necessary contribution so that when it is essential to relieve persons of their responsibilities in the institution, those persons that have not made the necessary moves and contributions will be the first to be eliminated;

5. Clarifing institutional goals and objectives and

6. Developing a Management Information System that will provide the necessary reports for purposes of decision making in top level management.

Survival is a very key word among most of our institutions, especially private predominately black institutions. If these institutions are to survive, the basic management functions will necessarily have to improve. One of the areas which is always of concern whenever applying for grants is whether or not the institution is being managed both effectively and efficiently. If the institution's officials can prove that the institution is being managed as effectively and as efficiently as possible, the probability of receiving grants for the institution would increase markedly. This system will enable an institution to at least evaluate its management structure and at least evaluate its ability to manage the institution, and if that management structure, process or system is not as effective and as efficient as desirable, the institution can then become involved in the structuring of a much more effective system. This system can without question function in any institution of higher education, in our instance we called it PME. In a number of other organizations they call it something else. However, this system is primarily geared toward the effective altering of the management structure and making certain that the managing of the institution proceeds as effectively and efficiently as possible.